

Bridge Street School

School Improvement Plan

2020-2022

Social Justice Leadership Guiding the SIP Goals

Using the social justice leadership framework of George Theoharis and the cornerstones of integrated comprehensive services by Elise M. Frattura and Colleen A. Capper, Bridge Street School will focus their goals by looking at equity, social justice, and school reform by transforming schools for *All* learners. We will examine and challenge injustices around equity, advancing inclusion, access, & opportunity; raising student achievement; access to high-quality, teaching and learning, improving core teaching & curriculum; and creating a climate of belonging. The values of the Northampton Public Schools are at the core of our goals and we believe that by focusing our improvement on social justice leadership that *All* learners will be engaged, will reach their full potential, and will be part of creating a community that is kind, empathetic, and accepting of all.

Northampton Public Schools Core Values

Build communities of engaged students
Enable students to reach their full potential
Nurture kindness, empathy, and acceptance

School Council Legacy Goal

The school council will assess progress made on each of the goals of the School Improvement Plan (SIP) each spring, check-in regularly on goals, and will evaluate and adjust the assessment tool if needed.

Goal 1: The Instructional Leadership Team (ILT) will use the self-reflection tool by Frattura and Capper focused on specific school-level organizational conditions necessary for schools to deliver *Integrated Comprehensive Services* (ICS) in heterogeneous environments for all learners. We will use the results of this tool to prioritize areas of focus and to develop a school mission statement.

Connection to Social Justice Leadership: The four cornerstones of integrated comprehensive services are: Focusing on Equity, Establishing Equitable Structures, Providing Access to High-Quality Teaching and Learning, and Implementing Change. By examining these areas and by removing the barriers that prevent students from equal access and opportunities to learn, then we will be able to provide students with a socially just education.

Improvement Strategies	Evidence of Success
The ILT will complete the self-reflection tool by Frattura and Capper.	Share results with the school council and BSS faculty and staff for their input/feedback.
As a school community prioritize the areas of focus based on the self-reflection tool.	Create school improvement goals for 2021-2022 for the chosen areas of focus.
Work with the school community to create a mission statement that connects student achievement to social justice and reflects a clear understanding and shared values about <i>all learners</i> in our school.	A completed school mission statement for ICS and social justice.

Goal 2: Develop and implement anti-racist, anti-bias, trauma informed practices, and restorative practices to build relationships and collaborate with all students and caregivers.

Connection to Social Justice Leadership: These practices are necessary in order to understand the connections between oppression and privilege, race, gender, ethnicity, class, power, and opportunity. Providing faculty and staff with training in Restorative Practices will ensure that our students are being treated with equity, respect, and provided with opportunities to take responsibility for their actions while repairing and building relationships.

Improvement Strategies	Evidence of Success
Develop a system for two-way communication and an approach to collaborating with all caregivers.	By December provide staff and caregiver training using Talking Points and Lionbridge as a platform for multi-lingual two-way communication.
Work with the newly hired Family Outreach Coordinator (FOC) and Racial Equity and Learning (REAL) to establish caregiver engagement activities.	Host two engagement opportunities within the Northampton community (as permitted by the pandemic, perhaps virtually or organized and planned for following year).
Monitor and report data regarding the number of outreach attempts made between caregiver and school communication.	Show an increase in two-way communication from December to June.
Develop a system for tracking which families are and are not engaging in school events, surveys or other forms of communication/connection with the school.	<p>Identify which families are not communicating with faculty/staff or engaging in school events; and identify who from the school--perhaps with the support of the FOC and Social Emotional Behavioral Learning (SEBL) team--will engage in consistent outreach in an effort to make contact and build connection.</p> <p>Use increased two-way communication and individual outreach to gather information from families about barriers to their child(ren's) learning and to their family's engagement/communication with the school.</p>
Work with CES and other community organizations/facilitators in providing ABAR and RP training for the BSS faculty and staff.	As a school, we will have ongoing school-wide dialogues about race equity, systemic racism, anti-racism while faculty and

	staff gain the knowledge and tools needed to implement the new Code of Conduct, Character, and Support.
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Goal 3: The Principal will structure time throughout the school year for individual and collaborative reflection to use data to inform instruction and raise achievement for all students and to continue to create a climate of belonging.

Connection to Social Justice Leadership: Raising student achievement, especially the achievement of marginalized students, is a central focus in making schools more just. Additionally, in order to have socially just classrooms and school, students must feel a sense of belonging and authentic connection to their school.

Implementation Strategies	Evidence of Success
Provide data team meetings after each benchmark testing window for each classroom teacher to review assessment data.	Teachers will have met with the ILT after each benchmarking window to review student data and to discuss areas of focus and instructional practices needed to show improvement.
Provide teachers with strategies and tools to support struggling learners through RTI and the SST process.	80% of students who scored well-below or below average in Reading and Math in the September-October Aimsweb assessments will move to the next quartile after the last benchmark assessment window.
Develop a system for tracking which students are and are not engaging in school.	The SEBL team will create a tool to track and monitor student engagement throughout the school year.